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ABSTRACT

This handbook proposes that early speech and language problems may contribute to reading problems. The relationship between oral language problems and written language problems is presented, followed by tools and models of assessment and treatment. In chapter 1, results of follow-up studies of children with early speech and language problems are summarized to underscore the need for early identification and follow-up. In chapter 2, Lock's theory of neurolinguistic development and Frith's 3-stage and Challe's 6-stage theories of reading acquisition are juxtaposed with a 4-stage model of reading, writing, and spelling development. Chapter 3 discusses the many facets of phonology and describes three types of developmental reading disabilities: specific reading disability; generalized reading problem; and hyperlexia. Chapter 4 focuses on assessment and uses Adams' model of reading acquisition to help organize the many areas in need of examination in language-based reading problems. Treatment methods for developmental reading disabilities are presented in chapters 5 and 6. Instructional goals, methods, and suggested materials are presented for the phonological processor in chapter 5 and for the orthographic, meaning, and context processors in chapter 6. Chapter 7 considers curriculum-based individualized education program goals to support literacy. Appended are: Informal Measures to Use in Assessment; Summary of Goals Suggested in This Book; Phonological Awareness Training Program; Books to Use in Phonological Awareness Training; and Sources for Teaching Materials (includes references and index). (Contains over 300 references.) (CR)

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